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ABSTRACT

This guide is designed to assist Florida teachers helping students achieve the Sunshine State Standards for Special Diploma. To meet the needs of students with disabilities more effectively and to align with the intent of the Sunshine State Standards and the Florida System of School Improvement and Accountability, the Student Performance Standards for Exceptional Students have been revised to reflect high levels of accomplishment in the curriculum areas appropriate for students with disabilities seeking a special diploma. The guide explains the hierarchic structure of the domains, strands, standards, and benchmarks that make up the Sunshine State Standards for Special Diploma. The guide provides a brief description of each of the four domains: curriculum and learning environment (Sunshine State Standards, functional academics, and life work), independent functioning (personal care and self management), social and emotional behavior (working with others), and communication (communicating with others). Within each domain, the content is organized by strands. Each strand contains one or more standards, and each standard includes one or more benchmarks for three different levels of functioning: the independent level, the supported level, and the participatory level. The guide closes with a chart correlating the Sunshine State Standards to benchmarks and sample performance objectives. (CR)

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FLORIDA CURRICULUM FRAMEWORK

ED 473 742

Sunshine State Standards for Special Diploma

EXCEPTIONAL STUDENT EDUCATION

- curriculum and learning environment
- independent functioning
- social and emotional behavior
- communication

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A guide for teachers to help students achieve the Sunshine State Standards for Special Diploma

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FLORIDA CURRICULUM FRAMEWORK

Sunshine State Standards for Special Diploma

Florida Department of Education
Division of Public Schools and Community Education
Bureau of Instructional Support and Community Services

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Sunshine State Standards for Special Diploma Exceptional Student Education

HIGHLIGHTS

- Sunshine State Standards and Exceptional Student Education
- The Hierarchic Structure of Domains, Strands, Standards, and Benchmarks
- The Sunshine State Standards for Special Diploma

The strands, standards, and benchmarks of the Sunshine State Standards represent the center of efforts to reform and enhance education in Florida. Standards have the potential to affect many aspects of schooling in Florida. The general curriculum—what teachers teach and how they teach it—is organized around the Sunshine State Standards (Florida Department of Education, 1996).

The need to reexamine all areas of the curriculum has occurred because of the rapid increase of knowledge in all areas, combined with continual developments in technology, which are transforming our society. Homes, schools, and the workplace are much different than they were only 10 or 20 years ago. Therefore, education programs in the schools also need to change. They should account for lifelong learning in a changed and changing world.

Sunshine State Standards and Exceptional Student Education

Effective accommodations and modifications must be in place to support involvement of students with disabilities in basic and vocational instructional programs. The high expectations of the Goal 3 Student Performance Standards and Sunshine State Standards (Florida Department of Education, 1996, 1997a) are appropriate for students with disabilities. Approximately 60% of graduating students with disabilities leave school with a standard diploma. However, it is important to add in the number of students with disabilities who drop out of school.

Graduating students with disabilities (i.e., students who exit with a diploma or certificate of completion) represent only 60% of the school leaver population for students with disabilities. Forty percent (40%) of the students with disabilities leave school as dropouts.

If the educational needs and level of performance of an individual student with disabilities bring into question the appropriateness of the regular education program and standard diploma requirements, more realistic and feasible school or postschool outcomes must be identified. Students with certain disabilities may elect to work for a Special Diploma. Currently, the Student Performance Standards for Exceptional Students define the required (minimum) standards for a Special Diploma, Option 1. Option 1 is based on mastery of a specific set of student performance standards for students with disabilities and course credit requirements established by each local school district. Special Diploma, Option 2, is based on mastery of employment competencies specified in a graduation plan on an individual student basis through the Individual Educational Plan process. Approximately 40% of graduating students with disabilities leave with a Special Diploma or Special Certificate of Completion.

To meet the needs of students with disabilities more effectively and to align with the intent and approach of the Sunshine State Standards and the Florida System of School Improvement and Accountability, the Student Performance Standards for Exceptional Students have been revised to reflect high levels of accomplishment in the curriculum areas appropriate for students with disabilities seeking a Special Diploma. The Sunshine State Standards for Special Diploma support the attainment of the desired school and post-school outcomes of students with disabilities and the adaptations to content that may be required to meet the other educational needs that result from their individual disability. The Sunshine State Standards provide descriptions of the knowledge and skills associated with the academic disciplines. Of importance for students with disabilities are

- the areas of functional academics, life work, social and emotional behavior, and independent functioning needed by many students with disabilities
- a delineation of skills at lower levels of functioning
- a functional level approach

The Hierarchic Structure of Domains, Strands, Standards, and Benchmarks

Four domains have been defined for the standards. The domains are consistent with the domains used in the Florida Education Finance Program Matrix of Services for Exceptional Student Education (Florida Department of Education, 1997b). Within each domain, the content is organized into one or more strands. Each strand has standards, and each standard has one or more benchmarks at the independent, supported, and participatory levels of functioning.

The standards presented in this document have a specific hierarchic structure. There are several levels of information, each more specific than the next.

Domain = content area of functioning, such as Curriculum and Learning Environment, Social and Emotional Behavior.

Strand = label (word or phrase) for a category of functioning, such as Life Work, Personal Care, Self-Management.

Standard = general statement of expected learner achievement upon exiting the school program at graduation or age 22.

Benchmark = learner expectations (what a student should be able to do) based on the student's level of functioning, independent, supported, or participatory.
with
Sample Performance Objectives = examples of things a student could do to demonstrate achievement of the benchmark.
and
Correlations to Goal 3 Standards = identification of the specific Goal 3 standards that are incorporated into the sample performance objectives.

The domains, strands, standards, and benchmarks make up the Sunshine State Standards for Special Diploma. These have been authorized by Section 233.01(2), *Florida Statutes*, and adopted by the State Board of Education as Rule 6A-1.09401,

Florida Administrative Code. These laws require public schools to provide appropriate instruction to assist students in the achievement of these standards. Each district school board must incorporate the Sunshine State Standards for Special Diploma into its district Pupil Progression Plan.

The Sunshine State Standards for Special Diploma are based on the Goal 3 Student Performance Standards (Florida Department of Education, 1997a), the Sunshine State Standards (Florida Department of Education, 1996), the Florida Standards for Applied Technology (Florida Department of Education, Division of Workforce Development, 1997), and the Performance Assessment System for Students with Disabilities (PASSD), developed by the State of Florida (Disability Research Systems, Inc. and Florida Department of Education, 1995a, 1995b, in press).

This document includes the Sunshine State Standards for Special Diploma. The standards are introduced with a discussion of the domains, strands, and standards. The standards and benchmarks for the domain areas follow. The domains include:

Curriculum and Learning Environment
Independent Functioning
Social and Emotional Behavior
Communication

Within each domain, the content is organized by strands. Each strand contains one or more standards. A **standard** is a description of general expectations regarding knowledge and skill development within a strand. For example, within Independent Functioning, Strand B: Self-Management, there are two standards:

Standard 1: The student manages personal, career, and other life decisions.

Standard 2: The student demonstrates conduct that complies with social and environmental expectations.

The most specific level of information is the **benchmark**. A benchmark is a statement of expectations about student knowledge and skill for each of three levels of functioning: independent, supported, and participatory. Benchmarks translate the standards into expectations at different levels of student functioning. Within a

standard, one would expect students at independent levels to be performing differently from students at participatory levels. The benchmarks describe these differing levels of functioning. The actual attainment of any of the three levels, as indicated in the specific benchmarks, is to be achieved by the time a student exits the school program at graduation.

Individual students may function at one level across all areas, or at several different levels, depending on the requirements of situations. The following descriptions describe expectations for each level. Each standard includes one or more benchmarks for each level of functioning.

Students functioning at the **Independent Level** are generally considered to be capable of meeting their own needs and working and living successfully in their communities as adults without overt support from others. The standards for students functioning at the Independent Level should encompass a set of skills, competencies, and orientations required for independent living. However, these students have some limitations that affect their ability to transfer or generalize learning across different environments and situations. Students functioning at the Independent Level need to be able to assess their personal strengths and limitations and obtain resources, supports, and linkages to maximize their personal effectiveness. The focus of the standards should be balanced between functional academic skills and daily living and working skills.

Students functioning at the Independent Level can realistically be expected to perform the behaviors identified for each benchmark on their own once they have mastered the knowledge and skills (Disability Research Systems, Inc. and Florida Department of Education, in press).

Students functioning at the **Supported Level** are generally considered to be capable of achieving supported independence in adulthood. The standards for students functioning at the Supported Level should encompass a set of skills, competencies, and orientations required for living in a supported setting. They also reflect familiar and basic tasks and activities of daily living, which acknowledge that students, while capable of completing these tasks and activities, will require support or assistance in establishing and maintaining the desired behaviors. Students functioning at the Supported Level will require supervision and support throughout their lives, but they can learn many skills to maximize their independence. The focus of the

standards should be on completing tasks and activities of daily living and work, enhancing the quality of life, and maximizing personal effectiveness.

Students functioning at the Supported Level can realistically be expected to perform the behaviors identified for each benchmark with assistive or adaptive aids, supervision, or prompting (Disability Research Systems, Inc. and Florida Department of Education, 1995a). Each benchmark at the Support Level includes the phrase "–with guidance and support" to indicate that aids, supervision, or prompting is generally needed to insure the successful performance of the student.

Assistive or Adaptive Aids
Materials to help the student perform the target behavior without the intervention of another individual at the time the student is participating in the activity. These aids (e.g., list of instructions, cue cards, calendars, alarms) may have been developed especially for the student.

Supervision
The student is watched by another person or has another person in the immediate vicinity who makes sure that that student is performing as expected. The supervision might include occasional prompts or corrections.

Prompts
Verbal or physical cues from another person that encourage the student to continue effort, perform a specific behavior, or correct a mistake. Once the student is given the cue, he or she continues with the activity and does not require step-by-step instructions.

Students functioning at the **Participatory Level** are generally considered to have significant cognitive and physical limitations that preclude their ability to generalize or transfer their learning. These students will be dependent on others for most, if not all, of their daily living needs as adults. The standards for students functioning at the Participatory Level will require an extensive ongoing support system that enables students to participate in all areas of life. The focus of the standards should be on participating to the maximum extent possible in tasks and activities of daily living. The "maximum extent possible" is individually determined for each student based on input from parents, teachers, and therapists. The standards

will require that the home, school, and community work together to integrate the student as fully as possible into major life activities.

Students functioning at the Participatory Level are expected to participate at a level consistent with their own capabilities (Disability Research Systems, Inc. and Florida Department of Education, 1995b). This means that the expectations for the student's performance must take into consideration his or her physical and mental limitations. The phrase "–with assistance" is included with each benchmark at the Participatory Level to indicate that assistance is generally needed for participation by the student.

Participation at a Level Consistent with Own Capabilities
The student is not expected to perform independently if his or her physical and mental capabilities will not allow independent performance. A student may receive any form of assistance necessary ranging from prompting to full physical manipulation.

Regular Participation and Interaction
Regular participation refers to the fact that the student participates in the activity and interacts with others with a frequency that is typical of nondisabled agemates.

Work or Volunteer Activities
Work or volunteer activities refer to activities that are performed outside the domestic environment and lead to marketable goods or services. If these activities were not performed by the student, they would need to be performed by another individual (i.e., they are not activities designed solely to keep the student occupied).

Accompanying the benchmarks are **sample performance objectives.** These sample performance objectives suggest how teachers might ask students to apply the knowledge and skill described in the benchmark. For example, consider the following benchmark at the supported level within Social and Emotional Behavior, Strand A, Working with Others, Standard 1:

The student functions effectively within formal organizations–with guidance and support.

A sample performance objective that may accompany this benchmark is

> *[Achievement of the benchmarks may be demonstrated when the student] uses a personal information card to sign in and out at the visitors desk of the retirement home when visiting grandparents or friends.*

To perform this activity, students must apply the knowledge and skill described in the benchmark.

Each sample performance objective is keyed to specific Goal 3 standards; for example, in the above sample performance objective, students are using the processes and abilities associated with Goal 3 Standards 2, 5, and 7.

The sample performance objectives and their Goal 3 correlations are meant to suggest to local curriculum and assessment developers and teachers the kinds of classroom instruction and assessment activities that can be used with the benchmarks. They are not one-to-one assessment items for the benchmarks; neither are they state-mandated assessment activities. They serve only to suggest to local curriculum and assessment designers and teachers how they might begin to think about ways to determine if students are achieving or are making adequate progress toward achieving the benchmarks. Additional performance objectives correlated to the benchmarks have been developed for the Suggested Course Performance Objectives for the *Florida Course Descriptions, Grades 6-12, Exceptional Student Education* (1999). Curriculum designers and teachers may choose the content, topic, or processes for the activities appropriate to the local curriculum and develop additional performance objectives.

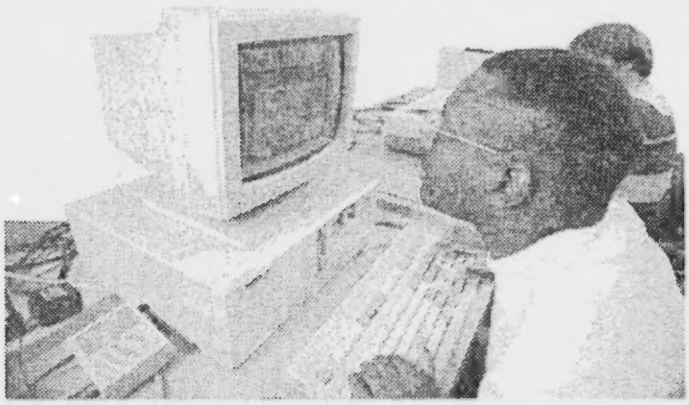
For ease of reference, the table of standards and benchmarks uses an identification system that mirrors the hierarchic structure just described. Each domain, strand, standard, benchmark, and sample performance objective has been assigned a unique identification code. The codes associated with the benchmarks and sample performance objectives reflect the structure of this coding system. For example, note the following benchmark:

> *CL.B.3.In.2*
> *The student applies mathematical concepts and processes to solve problems.*

This code indicates that the benchmark is in the domain of Curriculum and Learning Environment (CL), Strand B, Functional Academics. The next number identifies the standard (3) under which the benchmark is categorized, and the letters identify the functional level (In) designated for this benchmark, that is, Independent. The last number, 2, signifies that this is the second benchmark found under the standard at this developmental level. Sample performance objectives share a similar identification code but differ in having a lowercase letter appended. This can be seen in the code for a sample performance objective associated with the benchmark above:

CL.B.3.In.2.a
[Achievement of the benchmarks may be demonstrated when the student]
compares the value of two products, based on cost, quantity, and quality of goods, to determine the best buy.

The letter "a" indicates that this is the first sample performance objective provided for this benchmark.



The standards and benchmarks in this document identify the essential knowledge and skills that students earning a Special Diploma should learn and for which the state will hold schools accountable. Nevertheless, how the standards and benchmarks are organized; what specific curriculum, instructional strategies, materials, and activities are designed to teach them; how much time is spent teaching them; and when they are taught within the functional levels are local decisions.

SUNSHINE STATE STANDARDS FOR SPECIAL DIPLOMA

The Sunshine State Standards for Special Diploma are organized around four domains: 1) Curriculum and Learning Environment, 2) Independent Functioning, 3) Social and Emotional Behavior, and 4) Communication. This section provides a brief description of each domain and standard. The benchmarks and sample performance objectives follow.

Curriculum and Learning Environment

The Curriculum and Learning Environment Domain reflects the academic and vocational subject areas included in the general curriculum.

Strand A: Sunshine State Standards

The Sunshine State Standards contain a comprehensive description of the content of the general curriculum for Florida's students. These standards and their developmental benchmarks outline milestones for learning at four grade levels for seven major subject areas: Language Arts, Mathematics, Science, Social Studies, Health Education and Physical Education, the Arts, and Foreign Languages. A student with a disability is expected to be involved and make progress in the general curriculum. Curriculum modifications and accommodations may be provided based on the needs of the individual student.

Standard 1
The student participates and makes progress in the Sunshine State Standards as appropriate for the individual student.

A student with a disability may also require specially designed instruction in which content is adapted and special methodologies are used. The additional Sunshine State Standards for Special Diploma are intended to reflect the levels of assistance and modifications that might be needed to address the unique needs that result from the student's disability.

Strand B: Functional Academics

Functional Academics includes skills in the areas of reading, writing, listening, speaking, viewing, mathematics, and problem solving.

Standard 1

The student locates, interprets, and uses oral, print, or visual information for a variety of purposes.

The ability to interpret and use information is critical to effective functioning in daily living and the world of work. Information is conveyed through words, symbols, pictures, and experiences. It is primarily obtained by reading, listening, and viewing. Individuals need to be able to locate and use information from a variety of sources such as a newspaper, technical manual, or the instructions of a supervisor for a variety of purposes including following directions, making decisions, and solving problems. Individuals must also be able to organize and store information so that it can be retrieved.

Standard 2

The student expresses information effectively using oral, print, or visual formats for a variety of purposes.

The ability to express information is critical to effective functioning in adult life and the world of work. Information is primarily expressed by writing and speaking and through graphic formats. Alternate forms of expression may be needed for certain individuals including the use of sign language and augmentative communication. Individuals need to be able to present thoughts, feelings, and information to meet requirements of specific tasks or situations.

Standard 3

The student identifies and applies mathematical concepts and processes to solve problems.

In managing work activities and meeting personal needs, individuals may apply mathematical concepts and processes. Problem solving often requires the use of numbers and calculations. For example, finding the best value in purchasing a pair of shoes or determining if a particular tool will produce the desired results requires that one apply mathematical knowledge and skills.

Standard 4
The student uses systematic approaches when solving problems.

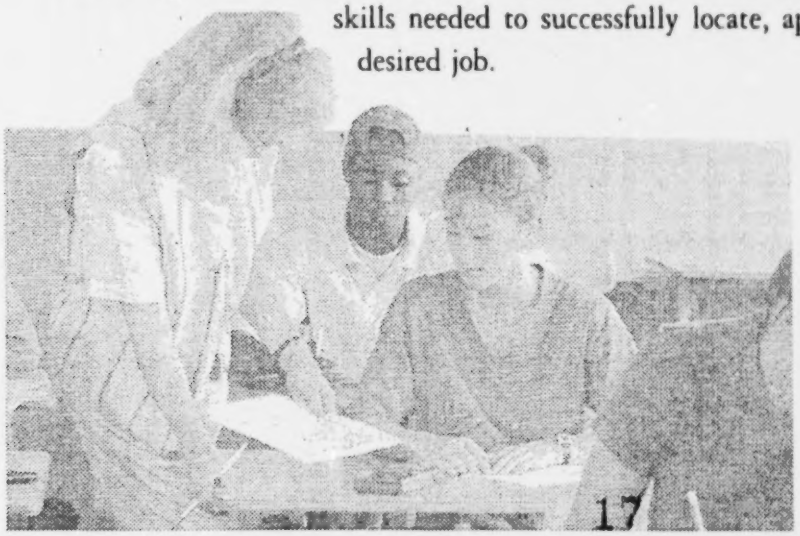
Individuals who learn to approach problems systematically are generally effective at achieving desired results. Problems may range from fixing a minor mistake on the job to very complex problems like working through the issues of resolving conflict in a social group. The ability to consider alternative solutions is critical in the problem-solving process. Individuals also need to seek and use assistance and support in solving problems.

Strand C: Life Work

Life Work addresses workplace competencies relating to job preparation, task management, use of tools and technology, and employability skills.

Standard 1
The student recognizes opportunities and responsibilities in the workplace.

Gaining understanding of the opportunities and responsibilities of the workplace prepares students for post-school adult living. Knowledge of the workplace includes awareness of job characteristics and training requirements, as well as understanding of individual rights and responsibilities. Individuals can use that knowledge to determine their own interests and career goals; obtain knowledge of the availability of jobs now and in the future; and develop the skills needed to successfully locate, apply, and get the desired job.



Standard 2
The student demonstrates skills and competencies needed for employment.

Individuals who demonstrate skills and competencies needed for employment are able to get and keep jobs. Knowing how to do the job involves being able to use electronic technology, tools, and materials associated with the tasks and being able to learn how to meet new job requirements. Following health and safety procedures will be essential for successful employment. Planning and implementing work procedures that meet the safety and quality requirements of the worksite and completing the task on time are critical factors of employability. A reliable employee who displays a basic work ethic is a valuable asset to any business or industry.

Independent Functioning

Independent Functioning is the aim for post-school and adult living. The content centers around the knowledge and skills needed to take care of personal needs and to participate effectively in the community. Essential to independent functioning is the ability to manage important decisions and behave in ways that meet social expectations.

Strand A: Personal Care

Personal Care includes the skills and knowledge associated with personal daily living and care, as well as obtaining community resources.

Standard 1.
The student engages in productive and leisure activities for use in the home and community.

Individuals must be prepared to function effectively at home and in the community. Individuals must possess the knowledge and specific skills needed for the routines associated with personal care. They may assume all or part of the responsibilities for keeping the household running, preparing meals, or taking care of repairs. Community involvement is also an important part of adult life.

Individuals need to be able to travel within and beyond the community, communicate with friends and acquaintances, and participate effectively in leisure activities.

Standard 2
The student accesses and uses community resources and services.

In the course of daily living, individuals routinely complete activities that require community transactions such as using a bank, shopping, or obtaining the services of agencies. These transactions must be completed as efficiently and safely as possible.

Strand B: Self-Management

Self-Management encompasses personal planning and decision making and appropriate conduct in daily living and work roles.

Standard 1
The student manages personal, career, and other life decisions.

Individuals make decisions every day—which job to take, where to live, or whether to go to a movie or watch a video. Some issues are very personal, while others may concern the family or community. To be able to think through the decision-making process, establish goals, and consider options and risks helps individuals to arrive at beneficial decisions more effectively.

Standard 2
The student demonstrates conduct that complies with social and environmental expectations.

When individuals understand social and environmental expectations for behavior, they can act accordingly. Using strategies to initiate or curtail certain desired or undesired behaviors may help the individual to behave in ways that meet expected standards of conduct. Knowing what to do when confronted with an unexpected event can play a large part in ensuring that individuals are safe.

When a person is treated badly or witnesses someone else being physically harmed, the knowledge of how to respond and where to find help is critical.

Social and Emotional Behavior

The Social and Emotional Behavior Domain focuses on working in groups and developing interpersonal relationships.

Strand A: Working with Others

Functioning effectively in formal and informal group situations requires that individuals understand the implicit and explicit rules and expectations. Using effective interpersonal skills is the key to success in this areas.

Standard 1
The student contributes to overall effort of the group.

Group activities are an inevitable part of daily life and are becoming increasingly important in the workplace. Individuals must interact with others when they complete daily living transactions, perform work-related tasks, and participate in leisure activities. Individuals must be able to function in a variety of group situations. Functioning within formal organizations such as the school, church, workplace, and hospital requires that individuals be aware of both explicit and implied expectations for behavior. Being able to use appropriate interpersonal communication skills can enable individuals to work with others successfully.

Standard 2
The student uses acceptable interpersonal skills when interacting with others.

The ability to interact appropriately requires that the individual be able to communicate effectively. Understanding the needs of others and being sensitive to their opinions, perspectives, and particular characteristics are critical aspects of interpersonal relationships. It is important that individuals be afforded the opportunity to interact with a full range of persons, including individuals who do and do not have disabilities.

Communication

Communication addresses the ability to participate effectively in communication cycles. Competencies related to communication and language are also described in the Curriculum and Learning Environment in Standards 1 and 2 for Strand A: Functional Academics and in Social and Personal Domain in Standard 1 on interpersonal communication.

Strand A: Communicating with Others

Effective communication skills enable individuals to express their thoughts and needs and respond to interactions with others. Language facilitates successful completion of daily activities.

Standard 1
The student effectively communicates with others.

The ability to communicate with others enhances one's personal daily functioning and integration with society. Effective communication skills enable individuals to express their own needs, respond to directions or commands from others, and generally use their language to facilitate successful completion of daily activities. Knowing how to participate in discussions, conversations, and the general give and take required in interacting with others will enable individuals to make effective use of communication.

A. Sunshine State Standards

1. The student participates and makes progress in the Sunshine State Standards as appropriate for the individual student.

Level	Benchmark The student	Sample Performance Objectives Achievement of the benchmarks may be demonstrated when the student	Goal 3 Standards
Independent	CL.A.1.In.1 completes specified Sunshine State Standards with modifications as appropriate for the individual student.	a. completes basic or vocational course(s) successfully with or without course modifications. b. completes selected standards and benchmarks from the Sunshine State Standards successfully with or without course modifications.	1-10 1-10
Supported	CL.A.1.Su.1 completes specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.	a. completes basic or vocational course(s) successfully with or without modifications–with guidance and support. b. completes selected standards and benchmarks from the Sunshine State Standards successfully with or without modifications–with guidance and support.	1-10 1-10
Participatory	CL.A.1.Pa.1 participates in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.	a. participates in basic or vocational course(s)–with assistance. b. participates in activities of selected standards and benchmarks from the Sunshine State Standards–with assistance.	1-10 1-10

B. Functional Academics

1. The student locates, interprets, and uses oral, print, or visual information for a variety of purposes.			
Level	**Benchmark** The student	**Sample Performance Objectives** Achievement of the benchmarks may be demonstrated when the student	**Goal 3 Standards**
Independent	CL.B.1.In.1 identifies and locates oral, print, or visual information for specified purposes.	a. locates information in a manual needed for installing a piece of equipment. b. selects relevant information from a report to determine the cost of insurance (e.g., auto, health). c. identifies the meaning of safety signs (e.g., yield, no U turn) when traveling in the community.	1, 4, 7 1, 4 1
Independent	CL.B.1.In.2 interprets and uses oral, print, or visual information for specified purposes.	a. uses comprehension strategies of paraphrasing and rereading to monitor understanding of the text. b. completes work assignment by accurately following written instructions. c. determines which food products are the most nutritious from the information on the labels.	1, 4 1, 4, 5, 6, 7 1, 4
Independent	CL.B.1.In.3 organizes and retrieves oral, print, or visual information for specified purposes.	a. summarizes information from a newspaper article on local businesses to share with peers. b. arranges work reports by type of job and chronological order. c. uses lists and mnemonic devices to recall critical facts relating to a targeted event.	1, 4, 8 1, 4, 6, 7 1, 4, 7

B. Functional Academics

1. The student locates, interprets, and uses oral, print, or visual information for a variety of purposes.

Level	Benchmark The student	Sample Performance Objectives Achievement of the benchmarks may be demonstrated when the student	Goal 3 Standards
Supported	CL.B.1.Su.1 identifies and locates oral, print, or visual information for specified purposes–with guidance and support.	a. finds telephone number by matching to printed card–with guidance and support.	1, 4
		b. selects desired food item pictured on a menu from a fast food restaurant–with guidance and support.	1, 4
		c. identifies correct store for purchasing shoes in the community when supervised by an adult.	1, 4
Supported	CL.B.1.Su.2 interprets and uses oral, print, or visual information for specified purposes–with guidance and support.	a. arranges products on a shelf by matching products to photographs–with guidance and support.	1, 4, 5, 7
		b. follows verbal instructions and physical prompts to operate CD player.	1, 4, 7
		c. files papers using a color-coded system–with guidance and support.	1, 4, 5, 7
Participatory	CL.B.1.Pa.1 participates in recognition and use of information when engaged in daily activities–with assistance.	a. responds accurately to routine directions ("clean up your dishes")–with assistance.	1, 4, 5, 7
		b. selects desired snack, when given a choice–with assistance.	1, 4
		c. locates objects in their usual place (e.g., finds hairbrush in purse)–with assistance.	1, 4, 5

B. Functional Academics

2. The student expresses information effectively using oral, print, or visual formats for a variety of purposes.

Level	Benchmark The student	Sample Performance Objectives Achievement of the benchmarks may be demonstrated when the student	Goal 3 Standards
Independent	CL.B.2.In.1 prepares oral, written, or visual information for expression or presentation.	a. uses a flowchart to arrange events in chronological order.	1, 2, 3, 7
		b. outlines key points for an oral presentation to the local community or school council.	1, 2, 4, 9
		c. writes a list of appropriate questions to ask when participating in a job interview.	1, 2, 4, 5
Independent	CL.B.2.In.2 expresses oral, written, or visual information for specified purposes.	a. completes an application form accurately for a part-time job in the community.	1, 2, 4
		b. writes a detailed report describing own progress on tasks completed for a specific project.	1, 2, 4, 5, 6
		c. gives an effective oral presentation to persuade students to support a candidate for election.	1, 2, 4, 9
Supported	CL.B.2.Su.1 prepares oral, written, or visual information for expression–with guidance and support.	a. copies information to complete an application form–with guidance and support.	1, 2, 4
		b. responds appropriately to anticipated questions in an interview situation–with guidance and support.	1, 2, 4, 5
		c. arranges photos in sequence to document an experience–with guidance and support.	1, 2, 3, 4

B. Functional Academics

2. The student expresses information effectively using oral, print, or visual formats for a variety of purposes.

Level	Benchmark The student	Sample Performance Objectives Achievement of the benchmarks may be demonstrated when the student	Goal 3 Standards
Supported	CL.B.2.Su.2 expresses oral, written, or visual information for specified purposes–with guidance and support.	a. relays message from a telephone call by dictating to an adult–with guidance and support.	1, 2
		b. makes lists of needed items (e.g., prepares a list of personal items needed to take on an anticipated trip)–with guidance and support.	1, 2, 6
		c. describes personal experience to peers using photos arranged in an album–with guidance and support.	1, 2, 4
Participatory	CL.B.2.Pa.1 participates in expressing information in daily routines–with assistance.	a. indicates completion of activity using oral, nonverbal, or motor signals–with assistance.	1, 2, 4, 5
		b. makes appropriate response to request of an authority figure using own functional system of communication–with assistance.	1, 2
		c. requests item from fast food clerk by pointing to picture on menu–with assistance.	1, 2

B. Functional Academics

3. The student identifies and applies mathematical concepts and processes to solve problems.

Level	Benchmark The student	Sample Performance Objectives Achievement of the benchmarks may be demonstrated when the student	Goal 3 Standards
Independent	CL.B.3.In.1 identifies mathematical concepts and processes to solve problems.	a. selects the correct math operation(s) (+, -, x, /) to solve problems involving averages.	3, 4
		b. chooses the correct unit of time for solving problems involving scheduling.	3, 4, 6
		c. identifies the measurement tool for determining length (e.g., size of building lot, length of van).	3, 4
Independent	CL.B.3.In.2 applies mathematical concepts and processes to solve problems.	a. computes average number of days needed to complete essential work tasks (e.g., when planning a school dance).	3, 4, 6
		b. estimates area of flat surfaces (e.g., rolls of wallpaper needed for remodeling a 9 x 12 x 8 foot bedroom).	3, 4
Supported	CL.B.3.Su.1 identifies mathematical concepts and processes to solve problems–with guidance and support.	a. counts correct number of objects for a given task–with guidance and support.	3, 5
		b. uses a calculator to add sums of money for a purchase–with guidance and support.	3, 4
		c. locates a specified date, holiday, or month on a calendar–with guidance and support.	3, 6

B. Functional Academics

3. The student identifies and applies mathematical concepts and processes to solve problems.			
Level	**Benchmark** The student	**Sample Performance Objectives** Achievement of the benchmarks may be demonstrated when the student	**Goal 3 Standards**
Supported	CL.B.3.Su.2 applies mathematical concepts and processes to solve problems–with guidance and support.	a. purchases items from a store or vending machines with correct amount of cash–with guidance and support. b. measures correct amounts of ingredients when following recipes–with guidance and support. c. determines amount of food (e.g., beverage containers, packets of snacks) needed for activity based on size of group by counting members in group–with guidance and support.	3, 4, 6 3, 4, 6 3. 4, 6
Participatory	CL.B.3.Pa.1 participates in activities involving the use of mathematical concepts in daily routines–with assistance.	a. relates event or activity to time of day (e.g., eating breakfast morning)–with assistance. b. indicates desired quantity or amount of material (e.g., how many, how much)–with assistance. c. uses one-to-one correspondence to manipulate objects in environment (e.g., puts one button in each buttonhole when dressing)–with assistance.	1, 3, 4 1, 3 3, 4

B. Functional Academics

4. The student uses systematic approaches when solving problems.

Level	Benchmark The student	Sample Performance Objectives Achievement of the benchmarks may be demonstrated when the student	Goal 3 Standards
Independent	CL.B.4.In.1 identifies problems and examines alternative solutions..	a. identifies problem (e.g., describes overcrowded condition of supply cabinet). b. identifies at least two ways of arranging supplies in cabinet and determines best solution based on available space and types of supplies.	2, 4, 6 1, 3, 4, 6
Independent	CL.B.4.In.2 implements solutions to problems and evaluates effectiveness.	a. carries out solution (e.g., rearranges supplies using preferred alternative). b. determines effectiveness of solution after using cabinet for at least one month.	4, 5, 6 1, 3, 4
Supported	CL.B.4.Su.1 identifies problems found in functional tasks–with guidance and support.	a. identifies problem (e.g., notices nonfunctioning equipment and reports to appropriate person)–with guidance and support. b. identifies problem (e.g., tells supervisor when materials and supplies are running short)–with guidance and support.	2, 4, 6 2, 4, 6

B. Functional Academics

4. The student uses systematic approaches when solving problems.			
Level	**Benchmark** The student	**Sample Performance Objectives** Achievement of the benchmarks may be demonstrated when the student	**Goal 3 Standards**
Supported	CL.B.4.Su.2 implements solutions to problems found in functional tasks–with guidance and support.	a. implements solution (e.g., restarts nonfunctioning equipment)–with guidance and support. b. implements solution (e.g., refills needed materials and supplies)–with guidance and support. c. implements solution (e.g., repeats tasks that have not been completed according to standards or expectations)–with guidance and support.	4, 5, 6 4, 5, 6 4, 5, 6
Participatory	CL.B.4.Pa.1 participates in problem-solving efforts in daily activities–with assistance.	a. alerts others to start or restart equipment (e.g., asks peer to turn on radio)–with assistance. b. maintains search for desired object until found (e.g., finds own paper and pencil)–with assistance. c. goes around barriers to change locations or obtain desired objects (e.g., moves about workroom to change activities or find needed materials)–with assistance.	2, 4, 6 1, 4, 5 1, 4, 5, 6

C. Life Work

1. The student recognizes opportunities and responsibilities in the workplace.			
Level	**Benchmark** The student	**Sample Performance Objectives** Achievement of the benchmarks may be demonstrated when the student	**Goal 3 Standards**
Independent	CL.C.1.In.1 uses knowledge of occupations and characteristics of the workplace in making career choices.	a. evaluates own interests and abilities related to potential careers and identifies strengths. b. identifies training requirements and characteristics of targeted occupations. c. determines match between personal interests and abilities and career choices.	1, 4, 5 1, 4, 7 1, 4, 5
Independent	CL.C.1.In.2 identifies individual rights and responsibilities in the workplace.	a. identifies special needs resulting from own disability for potential employers. b. identifies agencies that can assist in locating or modifying jobs. c. describes appropriate ways to terminate a job.	1, 4, 5 1, 4, 7 1, 2, 4, 5
Independent	CL.C.1.In.3 makes general preparations for entering the workforce.	a. develops a resume and letter of application. b. obtains required personal information (e.g., Social Security number, driver's license, transcript, letters of recommendation).	1, 2, 4 1, 4, 7

C. Life Work

1. The student recognizes opportunities and responsibilities in the workplace.			
Level	**Benchmark** The student	**Sample Performance Objectives** Achievement of the benchmarks may be demonstrated when the student	**Goal 3 Standards**
Supported	CL.C.1.Su.1 recognizes expectations of occupations and characteristics of the workplace in making career choices–with guidance and support.	a. describes characteristics of personal work experiences–with guidance and support. b. describes characteristics of jobs learned through shadowing or volunteering–with guidance and	2, 4, 5 2, 4, 5
Supported	CL.C.1.Su.2 recognizes individual rights and responsibilities in the workplace–with guidance and support.	a. identifies person who takes care of problems at work–with guidance and support. b. tells appropriate person when problems occur at work–with guidance and support.	1, 4, 7 2, 4, 7
Supported	CL.C.1.Su.3 makes general preparations for entering the workforce–with guidance and support.	a. gives answers to questions on a job application–with guidance and support. b. asks appropriate persons for recommendations –with guidance and support.	1, 2, 4 1, 4, 5
Participatory	CL.C.1.Pa.1 shows willingness or interest in participating in work or community activities–with assistance.	a. selects desired community activity from two options (e.g., library or park)–with assistance. b. indicates a non-preferred activity in a volunteer work setting–with assistance.	1, 4, 5 1, 4, 5

C. Life Work

2. The student demonstrates skills and competencies needed for employment.

Level	Benchmark The student	Sample Performance Objectives Achievement of the benchmarks may be demonstrated when the student	Goal 3 Standards
Independent	CL.C.2.In.1 plans and implements personal work assignments.	a. makes a "to do" list with all required tasks.	2, 5, 6
		b. completes all tasks, noting date and time of completion.	5, 6
		c. checks completed products against workplace quality standards and fixes or rejects substandard products.	5, 7
Independent	CL.C.2.In.2 uses appropriate technology and equipment to complete tasks in the workplace.	a. selects appropriate tool for completing assigned task.	1, 4, 6
		b. follows established maintenance procedures for caring for equipment and tools.	4, 5, 6
		c. uses software to create documents using the formats required for the job.	4, 5, 7
Independent	CL.C.2.In.3 displays reliability and work ethic according to the standards of the workplace.	a. reports to work and is ready to start at the scheduled time.	5, 7
		b. dresses in attire that complies with policies of the workplace.	5
		c. reports unresolved problems related to task completion to appropriate supervisor.	2, 5, 6

C. Life Work

2. The student demonstrates skills and competencies needed for employment.			
Level	**Benchmark** The student	**Sample Performance Objectives** Achievement of the benchmarks may be demonstrated when the student	**Goal 3 Standards**
Independent	CL.C.2. In.4 follows procedures to ensure health and safety in the workplace.	a. exhibits established behavior for exiting and re-entering workplace during emergency evacuation. b. wears appropriate safety equipment and protective clothing. c. responds to first aid needs by following workplace procedures.	1, 4, 5, 7 5, 6, 7 5, 7
Independent	CL.C.2.In.5 applies employability skills in the workplace.	a. requests guidance or information when needed to complete assigned task. b. contributes to group work project by sharing ideas and suggestions for improvement. c. gathers needed materials and supplies for assigned task.	2, 4, 5 2, 4, 8 4, 5, 6
Supported	CL.C.2.Su.1 plans and implements personal work assignments–with guidance and support.	a. follows structured routines to complete tasks in the workplace–with guidance and support. b. retrieves needed tools and supplies for assigned task–with guidance and support. c. uses form to check product against established quality standards–with guidance and support.	5, 6 5, 6 5, 7

C. Life Work

2. The student demonstrates skills and competencies needed for employment.

Level	Benchmark The student	Sample Performance Objectives Achievement of the benchmarks may be demonstrated when the student	Goal 3 Standards
Supported	CL.C.2.Su.2 uses appropriate technology and equipment to complete tasks in the workplace–with guidance and support.	a. operates specified tools and equipment safely–with guidance and support. b. replaces tools and equipment for proper storage–with guidance and support.	4, 5, 7 4, 5, 7
Supported	CL.C.2.Su.3 displays reliability and work ethic according to the standards of the workplace–with guidance and support.	a. uses assistive technology to know when to begin a work procedure–with guidance and support. b. persists on task until job is completed–with guidance and support.	4, 5 4, 5
Supported	CL.C.2.Su.4 follows procedures to ensure health and safety in the workplace–with guidance and support.	a. follows required health procedures (e.g., washing hands; protecting eyes)–with guidance and support. b. reports accidents to appropriate person in workplace–with guidance and support.	1, 4, 5 2, 4, 5

C. Life Work

2. The student demonstrates skills and competencies needed for employment.

Level	Benchmark The student	Sample Performance Objectives Achievement of the benchmarks may be demonstrated when the student	Goal 3 Standards
Supported	CL.C.2.Su.5 applies employability skills in the workplace–with guidance and support.	a. follows established procedures to request help when needed to complete assigned task–with guidance and support.	2, 4, 5
		b. maintains level of productivity required by the job–with guidance and support.	4, 5
		c. uses a pictured diagram to put together parts of a product for assigned task–with guidance and support.	3, 4, 5
Participatory	CL.C.2.Pa.1 participates in work or community activities–with assistance.	a. participates in elections (e.g., gives out "I voted" stickers after an election in school or in the community)–with assistance.	4, 5
		b. assists in school cafeteria (e.g., stacks cafeteria trays after dishes and waste are removed)–with assistance.	4, 5, 6
		c. participates in community fairs (e.g., participates in 4H contests)–with assistance.	4, 5

A. Personal Care

1. The student engages in productive and leisure activities used in the home and community.			
Level	**Benchmark** The student	**Sample Performance Objectives** Achievement of the benchmarks may be demonstrated when the student	**Goal 3 Standards**
Independent	IF.A.1.In.1 completes productive and leisure activities used in the home and community.	a. attends events in the community (e.g., sports, fine arts, health fair) based on personal interests. b. completes maintenance tasks needed for personal living space (e.g., cleaning, repairing, remodeling). c. selects and completes leisure activities related to personal interests and goals for adult life.	5, 8, 9 4, 5, 6 5, 8
Independent	IF.A.1.In.2 completes personal care, health, and fitness activities.	a. tracks personal food intake to determine if nutritional needs are being met. b. increases strength and endurance by regularly participating in a personal fitness program. c. cares for own hygiene on a regular basis.	3, 4, 5 3, 5 4, 5
Supported	IF.A.1.Su.1 completes productive and leisure activities used in the home and community–with guidance and support.	a. completes household cleaning activities–with guidance and support. b. stores leftover food properly when given the appropriate container. c. hikes along a marked trail in the local park with trusted peers.	4, 5, 6 4, 5 5, 8

A. Personal Care

1. The student engages in productive and leisure activities used in the home and community.			
Level	**Benchmark** The student	**Sample Performance Objectives** Achievement of the benchmarks may be demonstrated when the student	**Goal 3 Standards**
Supported	IF.A.1.Su.2 completes personal care, health, and fitness activities–with guidance and support.	a. dresses for work after laying out clothes the night before–with guidance and support. b. carries out personal hygiene activities–with guidance and support. c. completes planned aerobic exercises three times a week–with guidance and support.	4, 5 4, 5 4, 5
Participatory	IF.A.1.Pa.1 participates in routines of productive and leisure activities used in the home and community–with assistance.	a. takes food out of grocery bags–with assistance. b. wipes down own work area–with assistance. c. listens to a peer reading aloud an age-appropriate magazine or book.	4, 5 4, 5 1, 8
Participatory	IF.A.1.Pa.2 participates in personal care, health, and fitness routines–with assistance.	a. dresses in clothes appropriate for age and activity–with assistance. b. cooperates when being physically assisted to eat or take medicine. c. participates in fitness routines (e.g., range of motion, strength training)–with assistance.	4, 5 5 4, 5

A. Personal Care

2. The student accesses and uses community resources and services.

Level	Benchmark The student	Sample Performance Objectives Achievement of the benchmarks may be demonstrated when the student	Goal 3 Standards
Independent	IF.A.2.In.1 selects and uses community resources and services for specified purposes.	a. locates needed materials in public library for class assignment.	1, 4, 7
		b. mails letters and packages for the holidays through the local post office.	4, 7
		c. locates community events on the Internet and selects ones that meet a specified personal need.	1, 4, 5
Independent	IF.A.2.In.2 demonstrates safe travel within and beyond the community.	a. uses public or private transportation to travel to work or school safely.	5, 7
		b. walks safely along sidewalks and roads in local community.	5, 7
		c. plans a trip outside the community and makes necessary arrangements and reservations.	1, 3, 6
Supported	IF.A.2.Su.1 uses community resources and services for specified purposes–with guidance and support.	a. selects and attends a local movie with peers–with guidance and support.	5, 8, 9
		b. checks out a book from the school library–with guidance and support.	1, 4, 7
		c. uses a pictured list to obtain needed goods at a store–with guidance and support.	1, 4, 6

A. Personal Care

2. The student accesses and uses community resources and services.

Level	Benchmark The student	Sample Performance Objectives Achievement of the benchmarks may be demonstrated when the student	Goal 3 Standards
Supported	IF.A.2.Su.2 demonstrates safe travel within and beyond the community–with guidance and support.	a. stays in seat and talks to seatmate when traveling in a school bus–with guidance and support.	4, 5, 8
		b. puts on seatbelt when traveling in a car–with guidance and support.	4, 5
		c. walks directly from vehicle to intended location in community–with guidance and support.	4, 5
Participatory	IF.A.2.Pa.1 participates in activities involving the use of community resources and services–with assistance.	a. participates in community organizations (e.g., churches, service clubs)–with assistance.	5, 8, 9
		b. attends cultural events in the community (e.g., plays, concerts)–with assistance.	5, 8, 9
		c. obtains personal services in the community (e.g., haircut, doctor's appointment)–with assistance.	5, 8, 9
Participatory	IF.A.2.Pa.2 participates in reaching desired locations safely within familiar environments–with assistance.	a. negotiates own classroom environment safely–with assistance.	4, 5
		b. moves about selected areas of the community purposefully–with assistance.	4, 5
		c. moves about own work site to accomplish structured tasks–with assistance.	4, 5

B. Self-Management

1. The student manages personal, career, and other life decisions.

Level	Benchmark The student	Sample Performance Objectives Achievement of the benchmarks may be demonstrated when the student	Goal 3 Standards
Independent	IF.B.1.In.1 makes plans about personal and career choices after identifying and evaluating personal goals, options, and risks.	a. determines personal goals and interests for postsecondary training.	1, 4, 5
		b. ranks options for postsecondary training based on cost, availability, and location.	3, 4, 5
		c. determines required actions and costs needed to fulfill personal goal for postsecondary training.	1, 3, 4, 5
Independent	IF.B.1.In.2 carries out and revises plans related to decisions about personal and career choices.	a. applies for admission to postsecondary training institutions following correct procedures.	1, 2, 4, 5
		b based on results of applications, selects institution which best meets personal goals.	1, 4, 5
Supported	IF.B.1.Su.1 makes plans about personal and career choices after identifying and evaluating personal interests and goals–with guidance and support.	a. identifies personal choice for volunteer job in community–with guidance and support.	1, 4, 5
		b. describes personal goals related to work, friends, and activities–with guidance and support.	1, 4, 5
		c. identifies ways to reach goals related to activities–with guidance and support.	1, 4, 5

B. Self-Management

1. The student manages personal, career, and other life decisions.

Level	Benchmark The student	Sample Performance Objectives Achievement of the benchmarks may be demonstrated when the student	Goal 3 Standards
Supported	IF.B.1.Su.2 carries out plans and adjusts to changing circumstances–with guidance and support.	a. tracks own progress in activities included in personal plan–with guidance and support.	4, 5
		b. evaluates personal preferences for activities–with guidance and support.	4, 5
		c. changes activities if personal interests or circumstances necessitate–with guidance and support.	4, 5
Participatory	IF.B.1.Pa.1 participates in expressing personal needs–with assistance.	a. alerts peers when he/she would like to do something with them–with assistance.	2, 4, 8
		b. notifies adult of personal wants and needs (e.g., preferred activity, length of involvement)–with assistance.	2, 4
		c. confirms that desired activity has been selected by willingly participating until completion–with assistance.	4, 5

B. Self-Management

2. The student demonstrates conduct that complies with social and environmental expectations.

Level	Benchmark The student	Sample Performance Objectives Achievement of the benchmarks may be demonstrated when the student	Goal 3 Standards
Independent	IF.B.2.In.1 identifies patterns of conduct that comply with social and environmental expectations in specified situations.	a. paraphrases rules of conduct for the classroom or workplace. b. discriminates between appropriate and inappropriate behavior for given situations (e.g., school assemblies, sports events, dances).	1, 2, 4, 5 4, 5
Independent	IF.B.2.In.2 demonstrates patterns of conduct that comply with social and environmental expectations in specified situations.	a. meets expectations for interacting with peers in classroom. b. meets expectations for conduct in riding school bus. c. meets expectations for conduct in unstructured extracurricular activities.	5 5 5
Independent	IF.B.2.In.3 responds effectively to unexpected events and potentially harmful situations.	a. ignores inappropriate remarks from peers in school hallway. b. protects self from danger during storms by following established school or workplace procedures.	5 5, 7

B. Self-Management

2. The student demonstrates conduct that complies with social and environmental expectations.			
Level	**Benchmark** The student	**Sample Performance Objectives** Achievement of the benchmarks may be demonstrated when the student	**Goal 3 Standards**
Supported	IF.B.2.Su.1 identifies patterns of conduct that comply with social and environmental expectations in specified situations–with guidance and support.	a. recognizes instances of proper conduct in structured school situations (e.g., in class, at assemblies)–with guidance and support. b. recognizes instances of improper conduct in unstructured school situations (e.g., between classes, at lunch)–with guidance and support.	1, 4, 5, 7 1, 4, 5, 7
Supported	IF.B.2.Su.2 demonstrates patterns of conduct that comply with social and environmental expectations in specified situations–with guidance and support.	a. occupies self appropriately when waiting (e.g., looking at magazines, playing a solitary game) –with guidance and support. b. meets expectations of conduct in structured situations in the community (e.g., at a concert)–with guidance and support.	4, 5 4, 5, 7
Supported	IF.B.2.Su.3 responds effectively to unexpected events and potentially harmful situations–with guidance and support.	a. requests assistance when equipment doesn't work–with guidance and support. b. follows fire drill procedures correctly when alarm is sounded–with guidance and support. c. requests help from an adult when saying "no" to peer pressure doesn't work.	2, 4, 5 4, 5, 7 2, 4, 5

B. Self-Management

2. The student demonstrates conduct that complies with social and environmental expectations.

Level	Benchmark The student	Sample Performance Objectives Achievement of the benchmarks may be demonstrated when the student	Goal 3 Standards
Participatory	IF.B.2.Pa.1 participates in using patterns of conduct that comply with social and environmental expectations in specified situations–with assistance.	a. interacts with familiar authority figures (e.g., supervisor, teacher) in an acceptable manner–with assistance.	2, 4, 8, 10
		b. persists in using acceptable behavior when engaged in solitary activities–with assistance.	2, 4, 5
		c. meets behavior expectations when participating in community events (e.g., waits in line; interacts with others at appropriate times)–with assistance.	4, 5, 8, 9, 10
Participatory	IF.B.2.Pa.2 responds effectively to unexpected events and potentially harmful situations–with assistance.	a. moves to avoid collisions when traveling in semi-crowded areas (e.g., hallways, aisles)–with assistance.	4, 5
		b. responds appropriately to greetings from unfamiliar persons–with assistance.	2, 8,10
		c. indicates physical discomfort appropriately through observable behaviors (e.g., facial expression, vocalization, movement).	2, 4

A. Working with Others

1. The student contributes to overall effort of the group.			
Level	**Benchmark** The student	**Sample Performance Objectives** Achievement of the benchmarks may be demonstrated when the student	**Goal 3 Standards**
Independent	SE.A.1.In.1 cooperates in a variety of group situations.	a. works cooperatively with at least one other person to complete a shared task. b. completes assigned share of tasks to meet group goals. c. checks with group members who might need assistance.	4, 5, 8, 9, 10 8, 9, 10 9, 10
Independent	SE.A.1.In.2 assists in establishing and meeting group goals.	a. suggests appropriate ways to move group towards reaching goals. b. shows respect for opinions of group members. c. restates group goals as needed to refocus attention.	9, 10 9, 10 9
Independent	SE.A:1.In.3 functions effectively within formal organizations.	a. follows established rules of access and participation in formal organizations (e.g., signing in, making appointments). b. shows respect for lines of authority when making requests in formal organizations.	5, 7, 8, 10 4, 5, 7

A. Working with Others

1. The student contributes to overall effort of the group.			
Level	**Benchmark** The student	**Sample Performance Objectives** Achievement of the benchmarks may be demonstrated when the student	**Goal 3 Standards**
Supported	SE.A.1.Su.1 cooperates in group situations–with guidance and support.	a. works alongside others on shared tasks–with guidance and support.	5, 8, 10
		b. completes own share of work required for group task–with guidance and support.	5, 8
Supported	SE.A.1.Su.2 functions effectively within formal organizations–with guidance and support.	a. follows procedures established for accessing services of a formal organization–with guidance and support.	4, 5, 7
		b. meets expectations for social and personal behavior required by the formal organization (e.g., quiet in library)–with guidance and support.	4, 5, 8, 9, 10
Participatory	SE.A.1.Pa.1 participates effectively in group situations–with assistance.	a. interacts acceptably with peers when eating together–with assistance.	4, 5, 8, 10
		b. participates and waits for turn in a group situation –with assistance.	4, 5, 8, 10
		c. participates in activities with familiar persons in informal group situations–with assistance.	4, 5, 8, 10

A. Working with Others

2. The student uses acceptable interpersonal skills when interacting with others.

Level	Benchmark The student	Sample Performance Objectives Achievement of the benchmarks may be demonstrated when the student	Goal 3 Standards
Independent	SE.A.2.In.1 interacts acceptably with others within the course of social, vocational, and community living.	a. checks for understanding when communicating with others. b. shows interest and respect for diverse opinions and cultures by asking questions and making clarifying remarks.	2, 10 10
Supported	SE.A.2.Su.1 interacts acceptably with others within the course of social, vocational, and community living–with guidance and support.	a. behaves in ways appropriate for the relationship with an individual (e.g., when greeting friends)–with guidance and support. b. shows interest and respect for interactions with different types of people–with guidance and support.	5, 8, 9, 10 5, 8, 9, 10
Participatory	SE.A.2.Pa.1 interacts acceptably with others within the course of social, vocational, and community living–with assistance.	a. conducts self in a way that is appropriate for the relationship with an individual (e.g., responds to teacher, talks with peer)–with assistance. b. regularly interacts with teachers, peers, and school personnel during the day–with assistance.	4, 5, 8, 9, 10 2, 8, 9, 10

A. Communicating with Others

1. The student effectively communicates with others.

Level	Benchmark The student	Sample Performance Objectives Achievement of the benchmarks may be demonstrated when the student	Goal 3 Standards
Independent	CO.A.1.In.1 initiates communication and responds effectively in a variety of situations.	a. communicates effectively in the workplace with coworkers.	2, 5
		b. initiates purposeful communication with unfamiliar people.	2, 5, 10
		c. responds effectively to communication with peers.	2, 5
Supported	CO.A.1.Su.1 initiates communication and responds effectively in a variety of situations–with guidance and support.	a. uses appropriate responses to communication with authority figures–with guidance and support.	2, 5, 8, 10
		b. initiates communication with peers on common interests–with guidance and support.	2, 5, 8
		c. communicates concerns with family members–with guidance and support.	2, 5, 8
Participatory	CO.A.1.Pa.1 participates in communication with others–with assistance.	a. initiates communication with assigned person–with assistance.	2, 5, 8
		b. uses verbal and nonverbal behavior to respond effectively to communication–with assistance.	2, 5, 8
		c. expresses greetings to unfamiliar persons appropriately–with assistance.	2, 5, 10

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